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ABSTRACT

Using the Rokeach's Dogmatism Scale (DS) the researcher attempted to show that the farther an individual proceeds in his education, the less authoritarian he becomes. The population comprised 96 functional illiterates, aged 20 to 60 years; and 36 graduate students, aged 20 to 60 years. The instrument, which was validated by 7 out of 10 previous studies, required checking items of a questionnaire on a six-point continuum. The hypothesis was supported. Rokeach's finding, through use of the DS instrument, is monumental; his confirmed hypothesis that high and low authoritarian subjects differ consistently and in a statistically significant manner on his 40 item DS instrument illustrates that a tool has been found to demonstrate what so many have surmised and written about descriptively. The relationship between an adult education student's authoritarianism and his learning potential must be understood in order to develop adequate remedial curriculum material, instructional methods, evaluation procedures, and programs. (NL)

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THE RELATIONSHIP OF THE ADULT BASIC EDUCATION STUDENT'S AUTHORITARIAN ATTITUDE AND HIS LEARNING POTENTIAL

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COLLEGE OF EDUCATION - ARIZONA STATE UNIVERSITY

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THE RELATIONSHIP OF THE ADULT BASIC EDUCATION STUDENT'S AUTHORITARIAN ATTITUDE AND HIS LEARNING POTENTIAL

PROBLEM

The basic assumption is that the adult basic education student possesses authoritarianism (i.e., dogmatism) to a degree which inhibits his learning of reading (and consequently of writing, of making basic computation, and communicating).

The importance of this study is that this disadvantage adult is of low educational attainment and thusly has great difficulty meeting economic and social needs of modern society [1] (i.e., is deprived of opportunities for personal development, participation in community affairs, and employment, and number 25 million in the U.S.A.[2,3] because of his authoritarian attitude).

PROGRAMS OF ADULT BASIC EDUCATION FUNDED UNDER TITLE II-B OF THE "ECONOMIC OPPORTUNITY ACT" ARE INTENDED TO DEVELOP EDUCATIONAL AND DEMOCRATIC SOCIAL SKILLS WHICH WILL HELP MEET THE DEMANDS OF MODERN DEMOCRATIC SOCIETY,[4] NOT A MODERN AUTHORITARIAN SOCIETY.

PURPOSE

The purpose of this study is to test a prediction (in this causal-comparative descriptive study) that the adult basic education student has the authoritarian attitude to a high degree and that a more educated comparative group (a group of graduate students) possesses the authoritarian attitude to a lesser degree, making their learning less inhibited.

DEFINITION OF TERMS

The adult basic education student is of low socio-economic status, is an illiterate or a functional illiterate, is under-or unemployed, and is most frequently the recipient of public assistance.[5]

Function illiteracy is related to low educational attainment as measured by the number of years of school completed,[6] and frequently functional illiterates have no alternative for choice of employment. An illiterate is defined as a person who can not read or write a simple message either in English or any other language (i.e., the ability

to read and write is now shared by nearly all U.S.A. citizens 14 years and older, the illiterates being concentrated mostly in the older age groups).[7]

General characteristics of authoritarianism in the functional illiterates and illiterates are as follows:

(1) ALIENATION - a feeling of being victimized by forces beyond their control [8] (i.e., a breeding ground for his authoritarian tendencies).[9]

(2) AVOIDANCE OF A FEARED STIMULUS - This might account for the violent resistance encountered when educators try to bring education to illiterates.[10]

(3) HOSTILITY TOWARD AUTHORITY.[11]

(4) WITHDRAWAL.[12]

(5) INSTRUCTOR IS JUDGED AS FEARFUL - The greater the effort to bring education to the functional illiterate or illiterate, the more fear is generated in the prospective student.[13]

(6) FEELINGS OF SHYNESS AND DISABILITY.[14]

(7) REJECTION TO DEVELOP INTELLECTUALLY - Although they exhibit considerable interest in vocational training.[15]

(8) UNUSUAL SENSITIVITY TO NON-VERBAL FORMS OF COMMUNICATION.[16]

(9) "LIVE FOR TODAY" PHILOSOPHY - have little concept of long range planning in their lives.[17]

(10) NEED FOR STATUS.[18]

(11) TENDENCY TO LOSE INTEREST.[19]

IN THIS STUDY, AUTHORITARIANISM WILL BE CONSIDERED AS SYNONYMOUS WITH DOGMATISM, EVEN THOUGH THE TWO CONCEPTS WILL BE SHOWN TO BE FACTORIALLY DIFFERENTIATED.

SAMPLING PROCEDURES

To recapitulate, this study's purpose is an attempt to show that the higher an individual proceeds in his education, the less authoritarian he becomes, as measured by Rokeach's Dogmatism Scale (i.e., DS).[20]

The personality characteristic measured by the DS instrument was authoritarianism.

The population consisted of 96 functional (male and female) illiterates, ages 20 to 60 years of age, and 36 graduate (elementary, secondary, and adult education) students enrolled in a "research methods" class, ages from 20 to 60 years of ages.

The functional illiterate took on the average of one hour to complete the questionnaire; the graduate student took on the average of 20 minutes to complete the questionnaire

Questionnaires were given to the following instructors to supervise the procedure of answering the questionnaire in a classroom situation, with the exception of Mr. V. Bryant (who allowed his students to answer the questionnaire in their homes):

(1) Dr. McGrath, Adult Education Dept., Arizona State University, Tempe, Arizona.

(2) Mr. H.P. Benninger, ABE supervisor at South Mountain High School, Phoenix.

(3) Mr. William Hooks, Education Specialist, Operation LEAP, 302 West Washington St., Phoenix, Arizona.

(4) Mr. E. Lindsey, Director of the Tucson State ABE Division, Tucson, Arizona.

(5) Mr. V. Bryant, ABE supervisor at Franklin Elementary School, Mesa, Arizona.

(6) Mr. Charles Ruetten, Adult Learning Center, Phoenix, Arizona.

The delimitations of this report limits this research to non-parametric statistics being that the Rokeach questionnaire deals with categories.[21] As a consequence, the "Chi-test for Significance" will be applied to test the prediction that the adult basic education student's authoritarianism is of a high degree and that of the graduate student's authoritarianism is low, by comparing of scores of the two different groups. Secondly, samples of this descriptive study can not be generalized to the population. Therefore, the significance obtained is applicable only to each individual group of the six groups.[22]

REVIEW OF LITERATURE

In 1950, Adorno et al, initiated a causal-comparative descriptive study of 1518 subjects, using their "F" scale questionnaire of 46 items to determine measurement of antidemocratic trends, by having the subjects check a particular category of answer (which was given a quantitative item no. of +1, +2- +3, -1, -2, etc.) The "F" scale had the following clusters of items:[23]

(1) conventionalism - rigid adherence to conventional, middle-class values.

(2) authoritarian submission - submissive, uncritical attitude toward moral authorities in a group.

(3) authoritarian aggression - tendency to be on the lookout for, and to condemn, reject, and punish people who violate conventional values.

(4) anti-intraception - opposition to the subjective, the imaginative, the tender-minded.

(5) superstition and stereotypy - the disposition to think in rigid categories.

(6) power and "toughness" - identification with power figures; preoccupation with the leader-follower dimension.

(7) destructiveness and cynicism - generalized hostility.

(8) projectivity - believing that dangerous things go on in the world.

(9) sex-exaggerated concern with sexual "goings-on."

Reliability of the "F" scale is represented in the following TABLE, where only 779 of the subjects are represented; however, the over-all mean of the 1518 subjects is also given.[24]

RELIABILITY OF THE "F" SCALE

Group	N	Reliability	Mean	S.D.	Range
George Washington Univ. Women	132	.84	3.51	.90	1.2 - 5.4
California Service Club Men	63	.94	4.08	1.03	1.8 - 7.0
Middle-Class Men	69	.92	3.69	1.22	1.3 - 6.7
Middle-Class Women	154	.93	3.62	1.26	1.1 - 6.7
Working-Class Men	61	.83	4.19	1.18	1.8 - 6.9
Working-Class Women	53	.97	3.86	1.67	1.3 - 6.6
Los Angeles Men	117	.92	3.68	1.17	1.1 - 6.0
Los Angeles Women	130	.91	3.49	1.13	1.2 - 5.8
Mean	779	.91	3.76	1.20	1.3 - 6.4
Over-all mean	1518	.90	3.84	1.10	1.4 - 6.3

Age and time variable were not mentioned in this study; but the findings reveal that, since a reliability of .90 may be interpreted, then the "F" scale can place individuals

along an antidemocratic-democratic continuum (with a small margin of error).[25]

In Siegel's 1956 study, an attempt was made to determine the authoritarian personality's disposition toward hostility. Using two independent populations (i.e., 60 white male students enrolled in elementary psychology and 60 white male veterans selected for treatment at a mental hygiene clinic), two tests of hostility were applied to both groups (i.e., an objective test called the Manifest Hostility Scale (MHS) and a projective test, the Rorshach Content test of Hostility (RCT-h). The MHS results were consistent with the expectations suggested by the literature (i.e., authoritarian groups obtain the highest hostility-score means). As the MHS has yet to be independently verified, it was possible that this scale was less valid than the RCT-h. Interestingly, the RCT-h showed no statistical significant correlations between authoritarianism and hostility AND THIS TEST HAD BEEN REPORTED VALID.[26]

Since Rokeach's (1960) major publication,[27] the concept of authoritarianism and the Dogmatism Scale (DS), which determines the degree of authoritarianism, seems to have been validated in diverse studies.[28, 29, 30, 31, 32, 33, 34, 35.]

The DS theory of Rokeach is based upon the concept BELIEF-DISBELIEF SYSTEM. The "belief system" represents what a person accepts as accepted truths AT A GIVEN TIME. The "disbelief system" represents a person's disbeliefs; it is further conceived as several disbelief subsystems, WHICH VARY IN DEGREE OF SIMILARITY TO THE BELIEF SYSTEM. For example, people with different beliefs often have to cooperate with each other.[36]

The Belief-Disbelief System can be conceived of three layers ORGANIZED AMONG A CENTRAL-PERIPHERAL DIMENSION:[37]

(1) Central region - are a person's primitive beliefs. Every person may be assumed to have formed early in life some act of beliefs about the world he lives in, the validity of which he does not question and, in the ordinary course of events, is not prepared to question.

(2) intermediate region - are beliefs concerned with the nature of positive and negative authority. Authorities are the intermediaries to whom we turn for information to supplement what we cannot obtain for ourselves.

(3) peripheral region - represented are each and every belief and disbelief emanating from a positive or negative authority. For example, favorable or unfavorable beliefs about such things as birth control, the Nixon administration, and the theory of expression. THE SPECIFIC CONTENT OF PERIPHERAL BELIEFS AND DISBELIEFS WILL VARY FROM PERSON TO PERSON.

Rokeach assumes all information impinging upon a person must be processed or coded so that it is rejected or fitted into the belief-disbelief system. The author assumes that initial screening begins with compatibility of primitive beliefs. This results in rejection or narrowing out of this information so that nothing can be done with it.[38]

Rokeach gave the DS instrument to 80 British college students, 60 British workers, and to 80 American Veterans in a domiciliary. The following table constituting these 220 subjects perhaps will clarify findings of Rokeach's 40 item DS instrument applied to these three groups:[39]

Form	Number of Items	Group	No. of Cases	Reliability	Mean	S.D.
E	40	British English Students	80	.81	152.8	26.2
E	40	British Worker	60	.78	175.8	26.0
E	40	VA domiciliary	80	.84	183.2	26.6

DS findings reveal: (1) that high and low authoritarian subjects differ consistently and in a statistically significant manner on most of the 40 items, and (2) that the mean dogmatism score for the British workers is considerably larger than for the British students (THIS DIFFERENCE IS HIGHLY SIGNIFICANT), and (3) that only the American group of the aged, destitute, veteran group scores about as high as the British workers.[40]

Ehrlich (1961) attempted to test two hypotheses, highly relevant to student authoritarianism and student learning, which were:[41]

(1) Dogmatism is inversely related to the degree of learning in a classroom situation.

(2) The predicted relationship between dogmatism and learning is independent of academic aptitude.

An original sample of 100 students in introductory sociology courses were given

Rokeach's 40 item Dogmatism Scale and the Ohio State Psychological Examination prior or during the first week of the academic quarter. A final test in sociology was given during the last week of the quarter (a lag of 10 weeks after the first DS). Five months after the giving of the first DS, a second DS and sociology test ~~was~~ were mailed to the original subjects. Of 62 that were returned, only 57 were complete.[42]

The findings show that the subjects low in dogmatism who had entered the sociology classes, had a higher level of learning, learned more as a result of classroom exposure, and retained this information to a significantly greater degree than the more dogmatic subjects. Consequently, both hypotheses seemed confirmed.[43]

Frumkin (1961) wanted to test the following three hypotheses on his 135 students registered in his sociology courses in the Spring of 1960:[44]

(1) There exists a relationship between dogmatism (as measured by Rokeach's 40 item, Dogmatic Scale) and sociology grades (i.e., significant difference exists in sociology grades between high and low dogmatic students).

(2) There is a relationship between dogmatism and social class (as measured by the Hollingshead-Redlich Index of Social Position), i.e., there are significant differences in social status between high and low dogmatic students.

(3) There is a relationship between dogmatism and values (as measured by the study of values), i.e., there are significant differences in values existing between high and low dogmatic students. Thusly, 17 of the highest and 17 of the lowest scores in Rokeach's DS were chosen to confirm Frumkin's second hypothesis.

Findings were as follows:[45]

(1) all three hypotheses were confirmed:

(a) hypothesis I - being that the 17 most dogmatic had a mean of 183.94 and that the 17 least dogmatic had 110.18, the difference was a one-tailed significance to the .01 level.

The high dogmatic group scored a mean of 168.12 for the term's sociology test; the least dogmatic group scored 187.06. The difference was significant to the .01 level.

(b) hypothesis II - The high dogmatic group obtained a mean score of 63.39,

the low dogmatic a score of 53.82 (i.e., the lower the score, the higher the social class position).

(c) hypothesis III - the higher dogmatic group was found to be higher in economic and religious values than the lower dogmatic group.

Christensen (1963) attempted to validate Ehrlich's hypotheses with a random sample of 166 students in his introductory psychology course. The hypotheses were:[46]

(1) Dogmatism is inversely related to classroom learning.

(2) Dogmatism is more closely related to the ability to synthesize as measured by an essay test, rather than the ability to analyze as measured by multiple choice.

(3) Dogmatism and academic aptitude are independent.

One hundred and sixty-six students of a college of education were randomly selected. The ACE (American Council on Education Psychological Examination) was given before the term. Rokeach's DS instrument was given midway through the term. Essay and multiple-choice tests measuring learning of the introductory psychology course were administered toward the end of the term. The results were as follows:[47]

(1) Dogmatism scores DID NOT correlate significantly with ACE OR the psychology tests.

(2) The only Hypothesis confirmed was Christensen's third.

White, Alter, and Rarden's study (1965) attempted to assess the proposition that subjects should differ in the manner that they classify stimuli which have high relevancy to the authoritarian syndrome, than how they classify stimuli of low relevancy.[48]

The DS instrument was administered to 410 college subjects of an introductory psychology course. 24 subjects were selected (i.e., 12 scoring in the upper 15% and 12 scoring in the lower 15%). The stimuli (for the subjects) used were 149 occupations (ranging from "street cleaner" to "university president" and 149 undesirable social acts (ranging from "fishing without a license" to having incestuous relations with one's parent).[49]

Their finding indicated that high scorers (i.e., high in authoritarianism) used fewer and broader categories in their judgement of stimuli with high relevance to the authoritarian syndrome.[50]

Kerlinger and Rokeach (1966) administered the "F" and "D" scales to 1239 subjects to determine the factorial nature of both scales (using the first-order analysis with oblique

rotations and second-order analysis of the first-order correlations) and to determine whether authoritarianism and dogmatism are separate entities.[51]

Their findings indicated:[52] (1) DS factors are characterized as item clusters that are readily labeled with Rokeach's variable names, and (2) "F" and "D" scales are factorially discriminable, even though both are measures of authoritarianism.

Warr, Lee, and Jöreskog (1969) attempted to verify Kerlinger and Rokeach's findings of 1966 with SEVERAL factor-analytic techniques.[53] In their first study, Jöreskog's method (1963), which yields a least-squares solution without prespecifying communality values, was applied to the 69x69 matrix of product moment correlations generated by the 1239 subjects in the Kerlinger and Rokeach study. RESULTS INDICATED 12 SIGNIFICANT FACTORS, which were submitted to a varimax rotation. Eight of the 10 (obliquely rotated) factors, described in Kerlinger and Rokeach's study were exactly repeated in the Warr, Lee, and Jöreskog orthogonal rotation. The authors next carried out separate "F" and "D" scale analysis, using Jöreskog's methods and varimax rotations; Kerlinger and Rokeach's findings were again upheld.[54] In the second study, the "F" and "D" scales were applied to 421 graduate and undergraduate students at Princeton University, and the 70x70 intercorrelation matrix was analyzed as before. Their findings in both studies validated the 1966 findings of Kerlinger and Rokeach.[55]

Miller (1965) attempted to test three hypotheses:[56] (1) Least attitude change is predicted under high levels of both involvement and dogmatism; (2) Most attitude change is predicted under low levels of both; and (3) intermediate attitude change is predicted under the two high and low combinations of each. The subject's dogmatism and initial position on fluoridation were the variables. Half of subjects became involved in discussions on a relevant issue (fluoridation) and half on irrelevant issues (math and science). Attitude and attitude of acceptance on both fluoridation and math and science were then measured. Of 800 high school students who were pre-tested for dogmatism and for attitudes toward fluoridation, those falling above and below the 75th and 25th percentile were recruited and randomly assigned to one of the involvement conditions (or discussion groups).[57] Findings indicated that:[58]

(1) High involvement and high dogmatism reduced communication persuasiveness (HYPOTHESIS I CONFIRMED).

(2) Low involvement and low dogmatism produced the predicted effects on attitude change (HYPOTHESIS II CONFIRMED).

(3) Dogmatism was unrelated to latitudes of acceptance (HYPOTHESIS III NOT CONFIRMED)

The DEGREE OF INTEGRATION of the forementioned review of literature is expressed in a chronological arrangement of studies, from the most remote to the most recent, with the exception of the last study which, in a sense, synthesizes past findings and generates implications for the ABE instructor.

The SUMMARY of the forementioned review of literature expresses the relationship between the student's authoritarianism and his learning potential. In 7 of the 10 reviewed studies, the DS instrument was validated; in 2 of the 10 studies, the DS instrument was factorially analyzed and verified; in 1 of the 10 studies, it was invalidated. After reviewing as how the DS instrument was applied in various learning situations, we can probably can conclude that a student high in authoritarianism inhibits his learning potential.

PLAN

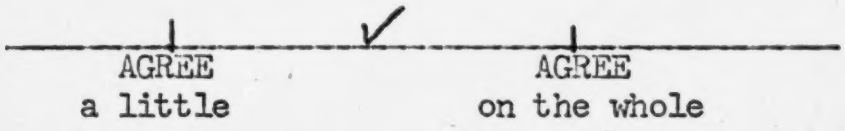
Appropriateness of plan is expressed in testing the prediction that the adult basic education student has the authoritarian attitude to a high degree, which inhibits his learning potential and that a more educated comparative group (a group of graduate students enrolled in a "research methods" course) possesses the authoritarian attitude to a lesser degree, making their learning less inhibited. Rokeach's Dogmatism Scale (i.e., DS) was given to both groups.

The diagram and description of the research plan is illustrated in that each subject answering the questionnaire was asked to answer with a check (✓) on a continuum such as follows:[59]

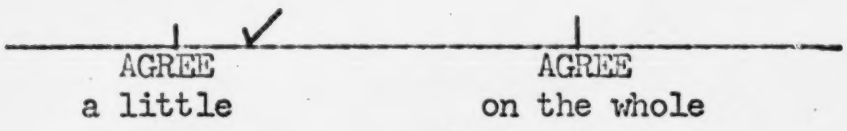
AGREE a little	AGREE on the whole	AGREE very much	DISAGREE a little	DISAGREE on the whole	DISAGREE very much

From left to right, the six points on the continuum were graded +1 to +6.[60] If a check (✓) was between the specific points on the continuum, the check (✓) falling

mid-way was given the higher value, otherwise the check (✓) nearest to the point on the continuum was given that point's value. Perhaps the following illustrations will clarify:



This item was given a value of +2



This item was given a value of +1

Scores were then totaled for each person answering the questionnaires, arranged from Hi to Lo according to groups (the groups of Dr. McGrath, Benninger, Ruetten and Lindsey, Bryant and Hooks). McGrath's group was compared first with Benninger's group, then with Ruetten and Lindsey's group, then with Bryant and Hooks' group.

Common procedure was to call McGrath's group I and the comparative group II [61] (whether it be Benninger's, Ruetten and Lindsey's, or Bryant and Hooks').

An established MEDIAN (MID-POINT) for group I and II was then established. After arranging McGrath's group I from Hi to Lo in column I, the comparative group II was arranged from Hi to Lo for the individual scores. Then a third column (column III) arranged group I and II scores, from Hi to Lo. The mid-point in column III was clearly designated BUT WAS CONSIDERED AS BELOW THE MID-POINT EVEN THOUGH IT WAS THE MID-POINT.[62] McGrath's group had a total of 36 individual scores, Benninger's group had 36 individual scores. The mid-point, or median would be 36+36, or 72÷2 and equalling 36. If the median would have turned out to be, say 32.5, it would have been called 33. [63]

From here on, it was merely a grinding out process by substituting quantities into the following process:[64]

	GROUP I	GROUP II
"TOTAL SCORES" ABOVE MID-POINT	"+"'s (A)	"+"'s (B)
"TOTAL SCORES" BELOW MID-POINT	"-"'s (C)	"-"'s (D)

$$X^2 \text{(Chi-test for significance)} = \frac{N(AD-BC-N/2)^2}{(A+B)(C+D)(A+C)(B+D)}$$

Note: if the AD-BC in the quantity $(AD-BC-N/2)^2$ became a minus quantity, it should be treated as a "plus" quantity. It wasn't necessary in this study.

If the X^2 quantity was = or > than a quantity in column I, under DF, in TABLE "E", then the prediction, that "dogmatism" was significant to the adult basic education student, was confirmed at that particular "one tail" level.[65]

The description of the instrument is incorporated in the diagram of the study plan. The validation of the instrument is conclusively confirmed by the studies of Kerlinger and Rokeach (1966) and of Warr, Lee, and Jöreskog (1969) in the review of literature.

ANALYSIS OF RESULTS

All one tail significance of the following group comparisons for the "Chi-test of Significance" is based upon the following table of Fisher:[66]

TABLE "E"

X^2 Table: P gives the probability of exceeding the tabulated value of X^2 for the specified number of degrees of freedom (df). The values of X^2 are printed in the body of the table.

df	0.95	0.90	0.80	0.70	0.50	0.30	0.20	0.10	0.05	0.02	0.01
1	0.00393	0.0158	0.0642	0.148	0.455	1.074	1.642	2.706	3.841	5.412	6.635

Adapted from R.A. Fisher's Statistical Method for Research Workers, Oliver & Boyd, by permission of publishers.

Interestingly, the McGrath-Benninger group comparison had a "Chi-test" significance at the .05 level. Both groups had an N=36. The mid-point of both columns when joined and arranged from Hi to Lo, was 147. Applying this mid-point to individual columns I and II, this graduate student's calculations were:

$$X^2 = \frac{N(AD-BC-N/2)^2}{(A+B)(C+D)(A+C)(B+D)} = 4.352$$

Since 4.352 > 3.841 at .05 level in column I under df in Fisher's table, X^2 has a one tail significance at this level.

The McGrath-Bryant and Hooks' group comparison had a significance to the .20 level. McGrath's group had an N of 36, and Bryant and Hooks' group had an N of 30. The mid-point of both groups when joined and arranged from Hi to Lo was 151. Applying this mid-point

to the individual columns I and II, the calculations became:

$$X^2 = \frac{N(AD-BC-N/2)^2}{(A+B)(C+D)(A+C)(B+D)} = 1.740$$

Since 1.740 > 1.642 at the .20 level in column I under df in Fisher's table, X^2 has a one tail significance at this level.

The McGrath-Ruetten and Lindsey group comparison had a significance to the .20 level. McGrath's group had an N of 36 and Ruetten and Lindsey's group had an N of 30. The mid-point of both groups when joined and arranged from Hi to Lo was 151. Applying this mid-point to the individual columns I and II, the calculations became:

$$X^2 = \frac{N(AD-BC-N/2)^2}{(A+B)(C+D)(A+C)(B+D)} = 2.257$$

Since 2.257 > 1.642 at .20 level in column I under df in Fisher's table, X^2 has one tail significance at this level.

By comparing the McGrath Group to the combined total of the other three groups, the one tail significance was to the .05 level and very nearly reached the .02 level. McGrath's group had an N of 36, and the combined groups had an N of 96. The mid-point of McGrath and the combined groups, when joined and arranged from Hi to Lo, was 145. Applying this mid-point to the McGrath group and to the combined groups, the calculations became:

$$X^2 = \frac{N(AD-BC-N/2)^2}{(A+B)(C+D)(A+C)(B+D)} = 5.024$$

Since 5.024 > 3.841 at .05 level in column I under df in Fisher's table, X^2 has a one tail significance at this level.

DESCRIPTION AND IMPLICATIONS

Summary and Conclusions based on evidence

The relationship between an adult education student's authoritarianism and his learning potential must be understood in order to develop adequate remedial curriculum material, instructional methods, evaluation procedures, and programs. Of the 50 million dollars appropriated for the Adult Education Act for fiscal 1970, 40 million dollars has been allocated for ABE programs.[67] That is a lot of money down the drain if the construct,

adult basic student authoritarianism, with its attributing characteristics of alienation, withdrawal, feelings of shyness and disability, etc.[68] is not understood.

The conclusion of Adorno et al. that the "F" scale can place an individual along an antidemocratic-democratic continuum (with asmall margin of error) has significance for spotting your extreme right, fascistic type of student who not only inhibits his own learning potential but is a potential threat to the learning potential of the majority of the learning group, inside and outside the classroom. Siegel's idea of associating authoritarianism with hostility is not new, and is in my opinion, easily validated through observation of those high in authoritarianism. Rokeach's finding, through use of the DS instrument, is monumental; his confirmed hypothesis that high and low authoritarian subjects differ consistently and in a statistically significant manner on his 40 item DS instrument illustrates dramatically that a tool has been found to experimentally demonstrate what so many have surmised and descriptively written about. Ehrlich and Frumkin's importance is that they applied Rokeach's tool to their particular classroom situations and further validated the tool. Christensen's findings seem incongruent to previous forementioned research findings. For charity's sake and my lack of experience as a researcher, I will end my comment on his findings at this point. The findings of White, Alter, and Rarden's study indicated that those students high in authoritarianism used fewer and broader categories in their judgement of stimuli having high relevance to the authoritarian syndrome (i.e., stimuli having low relevancy indicated no relationship to the authoritarian syndrome). This finding reinforces the idea that an ABE instructor should project his image as a friend or guide, rather than a teacher-authority[69]. The studies of Kerlinger and Rokeach and of Warr, Lee and Jöreskog successfully attempted to assess the "content" validity of the DS instrument through factor and cluster analysis. The importance of these two studies was that they revealed that the real areas of authoritarianism (or the DS instrument) were tapped. In conclusion, the findings of Miller validated that least attitude change is predicted under high levels of both involvement and dogmatism and that most attitude change is predicted under low levels of both involvement and dogmatism. Miller's validated findings would seem to indicate that

the ABE instructors should structure their relationship to the student on a professional basis, especially in determining student goals, sub-goals, and personalized instruction.

Limitations of Findings

(1) The instrument, in one known group case, was taken home to be answered, indicating lack of control of close supervision and perhaps the questionnaire being answered by other than subject.

(2) Questionnaires completed and returned, as acceptable, revealed participant scores cannot be generalized for all adult basic education students (i.e., too many internal and external threats to validity).

(3) Since various administrators of questionnaires were involved, supervision of subjects in answering questionnaires could easily have been influenced by factors as fatigue, carelessness, interest in project, etc.

(4) Equality of ability of the group of adult basic education students to answer the questionnaire wasn't verified because questionnaires were mailed to appropriate authorities and returned by these authorities. Knowledge of subjects by researcher was limited to the extent that questionnaires would supposedly be given to 9th-12th grade level ABE students or those students preparing themselves for the G.E.D. test.

(5) Mortality rate of subjects in answering questionnaire in some groups, was especially high, indicating that acceptable questionnaires from these groups were favorable to teacher or to questionnaire, thus producing biased results.

(6) This graduate student has no idea to what extent the administer of the questionnaire sensitized the subjects to participate. THUS, GENERALIZATION OF THIS RESEARCH CAN NOT BE MADE.

(7) The mere fact that subjects participated in answering the questionnaire could put heavy weight upon the "Horthorns Effect," depending as to the questionnaire instructional procedures by the administrator of the questionnaire.

Strenghts of Study

(1) The review of literature attempted to develop its narrative as a sequential series of studies, from the remote to the most recent.

(2) The review of literature attempted to use the criteria of continuity; thus, ordering individual research experimental findings in a hopefully orderly manner to maximize the prediction of the individual research project.

(3) A sample of instructions for the questionnaire and of the questionnaire's contents, was introduced into the ~~conten~~ XT to contribute to the reader's flow and clarity of thought.

(4) The description of Rokeach's Dogmatic Scale was appropriately described in the context, even though the complete questionnaire, or instrument, is included in the APPENDIX.

(5) The explanation of the calculations used for the prediction with the "Chi-test for significance" is contained in the context.

(6) Rokeach's theoretical basis for his Dogmatism Scale was hopefully and sensibly covered in the context, making the questionnaire a sensible, understandable instrument in the APPENDIX.

Implications for Future Research

Future research should look toward the following:

(1) The DS instrument though confirmed by diverse studies, should be made more simplified with less items so that the ABE student can more easily answer it.

(2) Siegel's hypothesis, using the analysis of the Manifest Hostility Scale (MHS), that groups HIGH in the dimension of authoritarianism had greater OVERT hostility than groups LOW in authoritarianism, should be experimentally validated in further studies.

(3) Why was Christensen's research incongruent with previous and later research (i.e., His DS scores DID NOT correlate significantly with the American Council on Education Psychological Examination or his final course tests in psychology)?

(4) Why Miller's third hypothesis, that intermediate attitude change is predicted under the combinations of the two high levels of involvement and dogmatism and the two low levels of involvement and dogmatism, was not confirmed (i.e., in other words, involvement and dogmatism ~~were~~ SEEMED unrelated to latitudes of acceptance of attitudinal change).

FOOTNOTES

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5. U.S. Dept. of HEW, Welfare Indicators, op. cit., p. V.
6. Ibid., p. V.
7. Ibid., p. V.
8. National Association for Public School Education NEA, Adult Basic Education, a Guide for Teachers and Teacher Trainees, July 1969 (Washington: National Educational Association), p.II-5.
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11. Ibid., pp. 13-19.
12. Ibid., pp. 13-19.
13. Ibid., pp. 13-19.
14. Ibid., pp. 13-19.
15. Ibid., pp. 13-19.
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21. Hoover Kenneth, "Research Methods Course," 1970 Spring Semester, Arizona State University, Tempe, Arizona.
22. Ibid.
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34. Norman Miller, "Involvement and Dogmatism as Inhibitors of Attitude Change," Journal of Experimental Social Psychology, I:121, January, 1965.

35. Howard J. Ehrlich and Dorothy Lee, "Dogmatism, Learning, and Resistance to Change: A Review and a New Paradigm," Psychological Bulletin, 71:249, April, 1969.

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37. Ibid., p. 48.
38. Ibid., p. 48.
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40. Ibid., p. 91-2.
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53. Warr, Lee, and Joreskog, op. cit., p. 119.
54. Ibid., pp. 119-20.
55. Ibid., pp. 120-123.
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60. Hoover, op. cit.
61. Ibid.
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63. Ibid.
64. Ibid.
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67. Pagano, op. cit., p. 17.
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PURPOSE OF STUDY

This study attempts to determine what the general public thinks and feels about certain important social and political issues. Many different and opposing points of view are possible. Whether you agree or disagree with any statement, you can be sure tthat many people feel the same. There is no right or wrong answer to statements in this study.

INSTRUCTIONS

PLEASE, DO NOT SIGN THIS PAPER. PLEASE, MAKE ONLY ONE CHECK (✓) PER ANSWER. PLEASE, PUT CHECK (✓) ABOVE AGREE OR DISAGREE, NOT BETWEEN THEM. PLEASE, MAKE CERTAIN AFTER ANSWERING QUESTIONNAIRE THAT YOU ANSWERED ALL THE QUESTIONS. Mark each line which follows a statement with a check (✓) according to how much you agree or disagree. The illustration below should clarify:

An office worker and a laborer have just about nothing in common.

AGREE a little	AGREE on the whole	AGREE very much	DISAGREE a little	DISAGREE on the whole	DISAGREE very much

If you agree, you would check (✓) one of the three points on the above line where AGREE appears. If you disagree, you would check one of the points on the above line where DISAGREE appears.

PLEASE CONTINUE WITH THE FOLLOWING STATEMENTS IF YOU HAVE NO QUESTIONS; HOWEVER, BE CAREFUL, DO NOT RELATE ONE STATEMENT WITH OTHER STATEMENTS. ALSO, PLEASE RESPOND TO EACH STATEMENT WITH A CHECK (✓) EVEN THOUGH YOU HAVE TO GUESS. REMEMBER, THERE ARE NO RIGHT OR WRONG ANSWERS.

1. The United States and Russia have just about nothing in common.

2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are the most intelligent.

3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.

4. It is only natural that a person would have much better acquaintance with ideas he believes in than with ideas he opposes.

5. Man on his own is a helpless and miserable creature.

6. It is very foolish to advocate government support of religion.

Note: Items 6, 13, 20, 27, 34 and 41 are not part of Rokeach's 40 item questionnaire.

7. Fundamentally, the world we live in is a pretty lonesome place.

AGREE a little	AGREE on the whole	AGREE very much	DISAGREE a little	DISAGREE on the whole	DISAGREE very much

8. Most people just don't give a "damn" for others.

9. I would like it if I could find someone who would tell me how to solve my personal problems.

10. It is only natural for a person to be rather fearful of the future.

111. There is so much to be done and so little time to do it in.

122 Once I get wound up in a heated discussion I just can not stop.

13. You just can not help but feel sorry for the person who believes that the world could exist without a Creator.

14. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

15. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

16. It is better to be a dead hero than to be a live coward.

17. While I do not like to admit this even to myself, my secret ambition is to become a great man, like Einsteen, or Bethoven, or Shakeaspeare.

18. The main thing in life is for a person to want to do something important.

19. If given the chance I would do something of great benefit to the world.

AGREE a little	AGREE on the whole	AGREE very much	DISAGREE a little	DISAGREE on the whole	DISAGREE very much

20. A person must be pretty stupid if he believes that the United States started the Vietnam War.

21. In the history of mankind there have probably been just a handful of really great thinkers.

22. There are a number of people I have come to hate because of the things they stand for.

23. A man who does not believe in some great cause has not really lived.

24. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

25. Of all the different philosophies which exist in this world there is probably only one which is correct.

26. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.

27. It is foolish to think that the Democratic Party is really the party of the common man.

28. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.

29. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

30. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

31. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

AGREE a little	AGREE on the whole	AGREE very much	DISAGREE a little	DISAGREE on the whole	DISAGREE very much

32. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

33. A group which tolerates too much differences of opinion among its own members cannot exist for long.

34. Thoughtful persons know that the "Hippies" are not really interested in democracy.

35. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

36. My blood boils whenever a person stubbornly refuses to admit he is wrong.

37. A person who thinks primarily of his own happiness is beneath contempt.

38. Most of the ideas which get printed nowadays are not worth the paper they are printed on.

39. In this complicated world of ours the only way we can know what is going on is to rely on leaders or experts who can be trusted.

40. It is often desirable to reserve judgement about what is going on until one has had a chance to hear the opinions of those one respects.

41. It is already crystal-clear that the United Nations is a failure.

42. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

43. The present is all too often full of unhapiness. It is only the future that counts.

AGREE a little	AGREE on the whole	AGREE very much	DISAGREE a little	DISAGREE on the whole	DISAGREE very much

44. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all".

45. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what is going on.

46. Most people just don't know what is good for them.

ERIC Clearinghouse

AUG 10 1970

on Adult Education